

Lowell Public Schools

# Strategic Plan Update

May 6, 2020

# 1 + 4 Year Strategic Plan

2020 – 2021 +



# **LPS Strategic Plan 2020 - 2021**

## *Part I) Overview of Strategic Plan:*

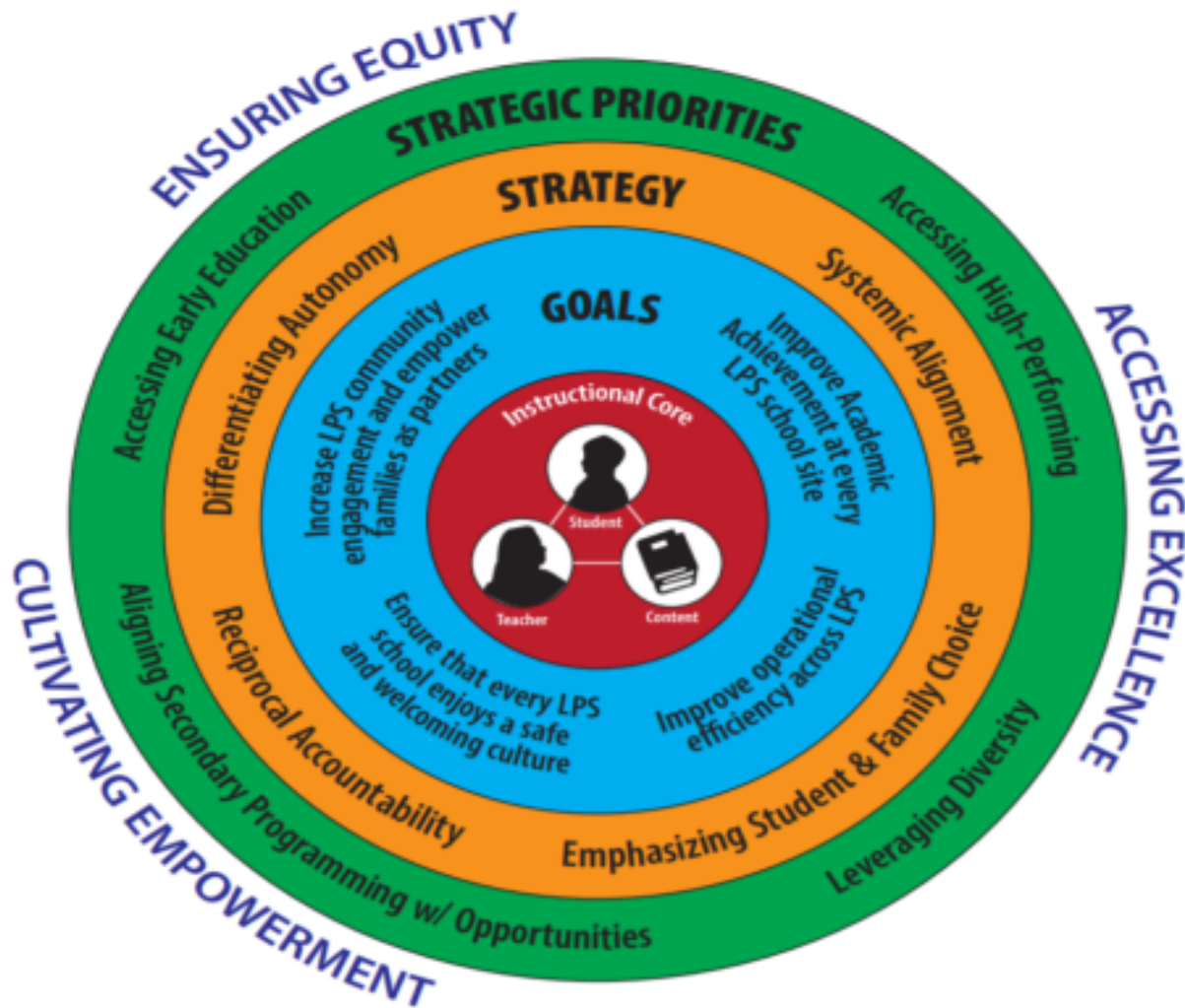
1. Components of Strategic Plan and Overarching Goals
1. COVID-19 LPS Strategy: Responsiveness and Readiness
  1. Actionables/Measurables
1. Progressing Monitoring and Key Data, Sample Scorecards





## Strategic Planning Initiative: Developing the 1 + 4 Year Plan for the Lowell Public Schools

*Planning for a difficult  
year while laying the  
ground for future  
progress.*



# Strategic Planning Initiative: Overarching Goal Areas

Improve <b>academic achievement</b> at every LPS school site.	Improve <b>operational efficiency</b> across LPS.
Ensure that every LPS school enjoys a <b>safe and welcoming culture</b> .	Increase LPS <b>community engagement and empower families</b> as partners.

**These have not changed either.**



## Strategic Planning Initiative: Developing the 1 + 4 Year Plan for the Lowell Public Schools

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In converting from a 5-year planning process to a 1 + 4 year strategic plan focusing on next year's (2020 – 2021) actionable objectives, it is important that the principles of the long-term plan remain intact.

### Core Beliefs:

- A high-quality education is a fundamental civil right of every child.
- Teaching and Learning is the core of work.
- Families are and students' first teachers.
- Sustainable school improvement requires hard and steady work over time.
- Every adult in the system is accountable for the success of all students; the entire community is responsible for their success.

### Strategy:

- Employing differentiated levels of autonomy.
- Implementing systemic and instructional alignment.
- Empowering students and families through choice.
- Ensuring reciprocal accountability by all stakeholders.

### Fundamental Commitments:

- Eliminate the racial, ethnic and linguistic achievement and opportunity gaps among all students.
- Provide equitable funding and resources among the district's diverse schools.
- Engage all families with courtesy, dignity, respect and cultural understanding.

### Strategic Priorities:

- Increasing access to early learning opportunities.
- Increasing access to high-performing seats.
- Aligning secondary programming with post-secondary opportunities.
- Leveraging the rich diversity of the Lowell community to serve the interests of LPS students.



## Strategic Planning Initiative: Developing the 1 + 4 Year Plan for the Lowell Public Schools

COVID-19 public health crisis and related school closures has altered reality of LPS and the world.

While the 1 + 4 year plan envisions future progress, it is premised on a **four-part strategy of COVID-19 readiness and responsiveness.**

### Physical Health:

LPS facilities will undergo robust disinfectant sanitation and other **enhanced cleaning tactics.**

Strict **hygiene requirements** will be imposed at all grade levels.

Logistical modifications will be made to account for any **physical distancing** strategies advised by public health officials.

### Fiscal Prudence:

LPS will conduct itself with **heightened cautiousness** due to revenue uncertainties at both the state and municipal level.

All investments will be scrutinized for implications regarding **long-term goals** and any basis for **immediate urgency.**

### Mental Wellness:

LPS will prioritize **trauma informed practices** in anticipation of students' mental health challenges precipitated by or exacerbated by the crisis.

School leaders will be advised on practices to **support both staff and families** experiencing anxiety related to the crisis.

**SEL support systems** will continue to be emphasized for the purpose of ensuring students' educational needs continue to be met in the wake of the 2020 closure and amid ongoing uncertainty.

### Maintaining Flexibility:

LPS will employ strategies to **maintain programmatic and organizational flexibility** both to meet the needs of students in the wake of the 2020 closures and to ensure maximum adaptability to logistical challenges and/or additional disruptions during the 2020 - 2021 school year.

**Increase access to and coordination of early learning opportunities for children from birth to age 5 by supporting the work of community partners to ensure that every child in Lowell is academically, emotionally, and socially prepared for Kindergarten. (Priority # 1)**

Improve <b>academic achievement</b> at every LPS school site.	Improve <b>operational efficiency</b> across LPS.	Ensure that every LPS school enjoys a <b>safe and welcoming culture</b> .	Increase LPS <b>community engagement and empower families</b> as partners.
<p>LPS will work w/ EEC and ESE to develop professional development opportunities focusing on support for high-need learners; invite all providers</p> <p>LPS will collaborate with community partners to articulate performance metrics consistent with LPS and ESE guidance to share with community</p> <p>LPS will engage in LPS staff working in Kindergarten and early grades to further strategize around how to serve learners without preK experience.</p>	<p>LPS will complete the work of the feasibility study contemplated by the January 2020 RFP and determine viable options for expansion of preK</p> <p>LPS will engage all early learning providers to determine total state capacity within the Lowell community.</p> <p>LPS will develop estimated costs and timelines related to internal expansion.</p>	<p>LPS will provide traditional literature and electronic literature and contact information at city and community points of contact for new families.</p> <p>LPS will host periodic forums specifically targeted to parents to provide information related to early education and care.</p> <p>LPS will establish Prospective Family Council with parents of non-LPS students yet to enroll to confer with and help target future LPS families from different backgrounds.</p>	<p>LPS will collaborate with early learning providers to create catalogue of early and education and care options that clearly explains implications of each option. e. cost, nature of programming, schedule, calendar, etc.</p> <p>LPS will collaborate with early learning providers to create 2000 Parent &amp; Caregiver Support System as a multiplatform collection of resources and best practices to support new parents. Roll out of system will occur by the conclusion of the 2020 -2021 school year.</p>
<ul style="list-style-type: none"> <li>- # of providers with whom LPS is actively engaged in a dialogue re metrics.</li> <li>- # of PD opportunities provided by LPS</li> </ul>	<ul style="list-style-type: none"> <li>- Completion of feasibility study and assessment of external capacity throughout Lowell.</li> <li>- Presentation of estimated costs/timeline for expansion</li> </ul>	<ul style="list-style-type: none"> <li>- Increased dissemination of info regarding early education and care.</li> <li>- # of community forums by LPS related to early education and care.</li> <li>- Establishment of Prospective Family Council.</li> </ul>	<ul style="list-style-type: none"> <li>- Creation and dissemination of catalogue of early learning provider options.</li> <li>- Creation and roll out of First 2000 Parent/Caregiver Support System.</li> <li>- System to evaluate efficacy of both.</li> </ul>

**Increase access for all students to high performing seats through the continuous improvement of all schools, the expansion of high demand programs, and an intensive focus on turning around historically underperforming schools. (Priority # 2)**

Improve <b>academic achievement</b> at every LPS school site.	Improve <b>operational efficiency</b> across LPS.	Ensure that every LPS school enjoys a <b>safe and welcoming culture</b> .	Increase LPS <b>community engagement and empower families</b> as partners.
<ul style="list-style-type: none"> <li>- LPS will develop a comprehensive strategy for COVID-19 disruptions, including the use of blended learning and the equitable distribution of technology, monitorable learning schedules, and robust family engagement.</li> <li>- Steering Committee will engage in a dialogue over the definition of high-quality in conjunction with the Portrait of a Graduate initiative. Definition will include distinct roles of both SEL and mental health.</li> <li>- LPS will continue to deploy additional oversight and support to Renaissance Network in order to identify structural barriers and cultivate conditions conducive to continuous improvement.</li> </ul>	<ul style="list-style-type: none"> <li>- LPS will continue building out and employing inclusive school site councils for use in budget development consistent with respective school community needs and priorities.</li> <li>- LPS will identify budgetary capacity for any communication, public, and timely specific reach building community relations 1:1 digital learning environment.</li> <li>- LPS will identify a technology utilization strategy and begin steps toward implementation, including device transitions and staff training.</li> <li>- School site councils will be asked to produce facility improvement reports to identify key infrastructure priorities for each school community.</li> </ul>	<ul style="list-style-type: none"> <li>- LPS will continue conducting school safety inspections.</li> <li>- School leaders will report on strategies being employed to enhance school culture and climate conditions within each school community and begin opportunities to share best practices with community at school leadership sessions development programs in order to advance district-wide effort toward eliminating burdensome disciplinary challenges.</li> <li>- All LPS staff will undergo year-long professional development focused on culturally and linguistically sustaining practices (cultural responsiveness).</li> </ul>	<ul style="list-style-type: none"> <li>- LPS administration will engage in a community dialogue and convey to the Lowell School Committee recommendations concerning the current school assignment process.</li> </ul>



**Increase access for all students to high performing seats through the continuous improvement of all schools, the expansion of high demand programs, and an intensive focus on turning around historically underperforming schools. (Priority # 2)**

Improve <b>academic achievement</b> at every LPS school site.	Improve <b>operational efficiency</b> across LPS.	Ensure that every LPS school enjoys a <b>safe and welcoming culture</b> .	Increase LPS <b>community engagement and empower families</b> as partners.
<ul style="list-style-type: none"> <li>- Production of blended learning plan in anticipation of potential future disruptions due to public health crisis.</li> <li>- Procurement and use of new data visualization system.</li> <li>- Portion of professional development programming focused on CTS-2 competencies and related integration.</li> <li>- Expansion of K-8 enrichment activities including arts and athletics programming opportunities in order to ensure district's programming is equitably allocated across school communities, with a particular focus on a determination of whether feed programming is equitably distributed across LPS for co-curricular programming at the high school level.</li> </ul>	<ul style="list-style-type: none"> <li>- Participation and frequency of meeting data for school site councils.</li> <li>- Expansion of 1:1 digital learning environments in the context of blended learning and presentation of timeline forecasting achievement of 1:1 digital learning environments across LPS.</li> <li>- Presentation of technology utilization strategy including costs and timeline of full adoption and training (for staff).</li> <li>- Production of facility improvement reports identifying key infrastructure priorities for each school community on timeline consistent with Lowell's capital improvement cycle.</li> </ul>	<ul style="list-style-type: none"> <li>- Data related to the completion of all school safety inspections.</li> <li>- Presentation of best practices identified within specific LPS school communities concerning school culture and climate and identification of next steps regarding replication elsewhere.</li> <li>- Completion by all staff of training on culturally and linguistically sustaining practices (cultural responsiveness).</li> <li>- Development of district-wide and school-based systems for monitoring mental health concerns for students in the wake of COVID-19 public health crisis.</li> </ul>	<ul style="list-style-type: none"> <li>- Documented efforts at robust community engagement in order to demonstrate community awareness of the implications of potential changes to school assignment processes and presentation of recommendation(s) to the Lowell School Committee.</li> </ul>

**MEASURABLE**

**Increase access for all students to high performing seats** through the continuous improvement of all schools, the expansion of high demand programs, and an intensive focus on turning around historically underperforming schools. (# 2 Cont.: Objectives specific to English Learners and Special Education)

Improve <b>academic achievement</b> at every LPS school site.	Improve <b>operational efficiency</b> across LPS.	Ensure that every LPS school enjoys a <b>safe and welcoming culture</b> .	Increase LPS <b>community engagement and empower families</b> as partners.
<ul style="list-style-type: none"> <li>- LPS will examine monthly disciplinary and attendance data to determine trends as they relate to disproportionality among high-need students.</li> <li>- LPS students preparing for transitions between the ages of 18-22 will be afforded more CTE programming opportunities and opportunities to participate in hands on learning within the LPS community outside of traditional classroom settings.</li> <li>- LPS will examine and report to the school committee on trends with regard to ELD progression for students.</li> </ul>	<ul style="list-style-type: none"> <li>- LPS will examine on a quarterly basis what transportation systems are in place for students in alternative education settings and determine whether any additional accommodations are being requested and/or can/should be granted.</li> <li>- LPS will continue to monitor substantially separate learning environments, particularly in grades 7-12+ to ensure students for whom inclusion settings are more appropriate are afforded the opportunities.</li> <li>- LPS will examine opportunities to expand</li> </ul>	<ul style="list-style-type: none"> <li>- LPS will continue to work with educators, families, and community partners to ensure that inclusive settings are providing comprehensive support to students both academically and socially.</li> </ul>	<ul style="list-style-type: none"> <li>- LPS will gauge interest of families and educators in the possible reinstitution of dual language programming based on organizational capacity and family interest.</li> <li>- LPS will continue to engage through the English Learner Parent Advisory Council to determine more ways to engage families of ELs in full school and family partnerships.</li> </ul>

**ACTIONABLE**

**Increase access for all students to high performing seats** through the continuous improvement of all schools, the expansion of high demand programs, and an intensive focus on turning around historically underperforming schools. (# 2 Cont.: Objectives specific high-need learners, including EL and SWDs)

Improve <b>academic achievement</b> at every LPS school site.	Improve <b>operational efficiency</b> across LPS.	Ensure that every LPS school enjoys a <b>safe and welcoming culture</b> .	Increase LPS <b>community engagement and empower families</b> as partners.
<ul style="list-style-type: none"> <li>- Reduction in disproportionality in both disciplinary infraction data and chronic absenteeism for both students with disabilities and English Learners, particularly at Lowell High School.</li> <li>- Participation in 18-22 year old LPS students in employment opportunities that reaches 50%.</li> <li>- Participation by 18-22 year old LPS students in CTE programming.</li> <li>- Presentation to Lowell School Committee on trends as they related to ELD progression for English Learners.</li> </ul>	<ul style="list-style-type: none"> <li>- Periodic reporting on initiatives related to transportation for students whose educational needs require them to be offsite.</li> <li>- Presentation of trends and plans as they related to the ratio of students in substantially separate environments as compared to inclusion settings in grades 7 – 12.</li> </ul>	<ul style="list-style-type: none"> <li>- Documented engagement with Special Education Parent Advisory Council and English Learner Parent Advisory Council on the social and emotional learning supports being provided to high-need learners with particular attention focused on any challenges students and families are experiencing with regard to social immersion in inclusion settings.</li> </ul>	<ul style="list-style-type: none"> <li>- Documented engagement in discussions with educators and families about possible implementation of dual language programming with presentation to the Lowell School Committee on potential pros and cons of that choice.</li> <li>- Documented additional methods and tactics of engaging English Learner families and evidence of more robust school and family partnerships.</li> </ul>

## Align secondary school curriculum and programs for all students with post-secondary opportunities so that they are college, career, and life ready upon graduation. (Priority # 3)

Improve <b>academic achievement</b> at every LPS school site.	Improve <b>operational efficiency</b> across LPS.	Ensure that every LPS school enjoys a <b>safe and welcoming culture</b> .	Increase LPS <b>community engagement and empower families</b> as partners.
<ul style="list-style-type: none"> <li>- LPS will engage a comprehensive redesign strategy centered MassCore and three avenues:               <ul style="list-style-type: none"> <li>A) University-level rigor (early college)</li> <li>B) Alternative Education Options (non-trad. environments)</li> <li>C) Career and Technical Education (CTE)</li> </ul> </li> <li>- LPS will incorporate redesign staffing and support systems recognizing many students not perfectly suited at present for those three avenues as constituted.</li> <li>- LPS will deepen opportunities for intra-district collaboration focused on both vertical and horizontal alignment, including among alternative ed.options.</li> <li>- During redesign process, LPS will consider tactics for rapid reversal of declining graduation/dropout data.</li> </ul>	<ul style="list-style-type: none"> <li>- LPS develop and communicate to community detailed contingency planning for each phase of high school construction project, particularly in the context of COVID-19 responsiveness and readiness strategies.</li> <li>- LPS will identify potential educational opportunities regarding charter certified CTE offerings through both an internal review of spatial capacity and student interest and further engagement with Greater Lowell Technical High School, particularly with respect to any opportunities yielded by the HS construction project.</li> <li>- LPS will message and promote the concept of LHS as both the LPS flagship and the epicenter of the Lowell educational community.</li> </ul>	<ul style="list-style-type: none"> <li>- LPS will review options with regard to expanded Alternative Education Options programming and communicate about expansion to prospective LHS students and families.</li> <li>- LPS will continue to expand opportunities for peer-to-peer interaction between LHS students and LPS students through co-curricular programming efforts to build positive associations with LHS community and develop greater engagement with prospective LHS students.</li> <li>- LPS will improve coordination of and support for existing LHS partners, including Gear UP, JAG, MassHire, MCC, PALs, and several others.</li> </ul>	<ul style="list-style-type: none"> <li>- LPS will continue to expand partnership opportunities with higher education institutions in the Lowell community for potential career pathways.</li> <li>- LPS through Steering Committee will engage in a community-wide effort to define "student success" in context of a Graduate initiative that is based on relevant, 21st century skills and capacities.</li> <li>- LPS will deepen engage in robust family engagement, particularly through Special Education Advisory Council, to try to reverse troubling data regarding chronic absenteeism.</li> </ul>

## Align secondary school curriculum and programs for all students with post-secondary opportunities so that they are college, career, and life ready upon graduation. (Priority # 3)

Improve <b>academic achievement</b> at every LPS school site.	Improve <b>operational efficiency</b> across LPS.	Ensure that every LPS school enjoys a <b>safe and welcoming culture</b> .	Increase LPS <b>community engagement and empower families</b> as partners.
<ul style="list-style-type: none"> <li>- Produce timeline and associated costs for comprehensive high school redesign that includes adoption of MassCore, expansion of Advanced Placement and Dual Enrollment opportunities, expansion of alternative educational options portfolio, and expansion of career and technical educational programming opportunities.</li> <li>- Document strategies for ensuring that LHS students continue to have appropriate levels of choice both during and after high school redesign process.</li> <li>- Documented structured time for intra-district collaboration among elementary school, middle school and secondary educators.</li> <li>- Present tactics for rapid reversal of dropout and graduation data.</li> </ul>	<ul style="list-style-type: none"> <li>- Present detailed contingency planning for each phase of high school construction project with regard to logistical and educational challenges posed by project, especially with regard to COVID-19 strategies.</li> <li>- Present a detailed report on the district's CTE expansion and growth priorities with regard to both internal LPS expansion and the district's partnerships with GLTHS.</li> </ul>	<ul style="list-style-type: none"> <li>- Documented efforts to expand dialogue with families of both LHS students and prospective LHS students with regard to educational needs of students who may explore potentially expanded portfolio of alternative educational options.</li> <li>- Documented expansion of peer to peer interaction between LHS students and prospective middle elementary school students through mentoring programs or other opportunities to inform prospective LHS students about the programming opportunities within LHS.</li> </ul>	<ul style="list-style-type: none"> <li>- Documented exploration of partnership expansions with higher education to realize opportunities for career paths including educator pipelines.</li> <li>- Completion of community-driven process to define "student success" through Portrait of a Graduate initiative that includes relevant, 21st century skill sets and capacities.</li> <li>- Documented family engagement efforts through Special Education Advisory Council, to try to reverse troubling data regarding chronic absenteeism.</li> </ul>

**Leverage the rich diversity** that defines the Lowell community through a fundamental commitment to equity so that all students access the full benefits of growing up in a truly global community. (Priority # 4)

Improve <b>academic achievement</b> at every LPS school site.	Improve <b>operational efficiency</b> across LPS.	Ensure that every LPS school enjoys a <b>safe and welcoming culture</b> .	Increase LPS <b>community engagement and empower families</b> as partners.
<ul style="list-style-type: none"> <li>- LPS will intentionally commit to celebrating and affirming Lowell's racial, ethnic, and linguistic diversity through culturally relevant and sustaining curricular and programmatic choices across all grade levels.</li> <li>- LPS will work to ensure that engagement with families is effective and consistent with the needs of the population that LPS is serving through provision of appropriate staffing support with respect to translation services and family liaison support.</li> </ul>	<ul style="list-style-type: none"> <li>- LPS will work to ensure budgetary decisions are consistent with needs of each school community's diverse population of students and families through site-based budgeting.</li> </ul>	<ul style="list-style-type: none"> <li>- LPS will renew its focus on recruitment and the cultivation of diversity through a multifaceted strategy to deepen its pool of prospective employees.</li> <li>- LPS employees will participate in cultural awareness and responsiveness training tailored to each component of the organization, in order to ensure an emphasis on customer service for all entities responsible for making initial contact with prospective LPS families.</li> <li>- LPS will improve communications with families and community partners to establish sturdier and more sustainable relationships with both.</li> </ul>	<ul style="list-style-type: none"> <li>- LPS will continue utilization of school site councils in order to cultivate methods of shared decision-making and collaboration with parent communities.</li> <li>- LPS will continue collaboration with the Superintendent's Steering Committee to ensure diverse community stakeholders are engaged and providing feedback on district decisions.</li> </ul>

**Leverage the rich diversity** that defines the Lowell community through a fundamental commitment to equity so that all students access the full benefits of growing up in a truly global community. (Priority # 4)

Improve <b>academic achievement</b> at every LPS school site.	Improve <b>operational efficiency</b> across LPS.	Ensure that every LPS school enjoys a <b>safe and welcoming culture</b> .	Increase LPS <b>community engagement and empower families</b> as partners.
<ul style="list-style-type: none"> <li>- Present exemplars of curriculum artifacts consistent with renewed effort toward celebrating Lowell's racial, ethnic, and linguistic diversity.</li> <li>- Documentation of staffing structures consistent with the evolving demographics of students and families being served by LPS.</li> </ul>	<ul style="list-style-type: none"> <li>- Documentation of staffing and programmatic decisions rendered by school communities consistent with the needs of their diverse population.</li> </ul>	<ul style="list-style-type: none"> <li>- Documentation of efforts to and efficacy of tactics employed to deepen prospective employee pipelines.</li> <li>- Percentage of LPS employees participating in cultural awareness and responsiveness training and documentation as how training was tailored consistent with the responsibilities and roles of employees..</li> <li>- Documented expansion of communication methods employed and qualitative data regarding responsiveness by families to determine improvement in relationship capacity building.</li> </ul>	<ul style="list-style-type: none"> <li>- Participation and frequency of meeting data for school site councils.</li> <li>- Participation and frequency of meeting data for Superintendent's Steering Committee.</li> </ul>

MEASURABLE



## Strategic Planning Initiative: Developing the Five-Year Plan for the Lowell Public Schools

Next Steps  
(immediate)

&

Progress monitoring  
(SY 2020 - 2021)

## Next Steps:

- Development of measurables scorecards (examples following) in conjunction with finalization of strategic plan narrative.
- Production of companion literature and electronic platforms to communicate overarching goals and Strategic Priorities.

## Progress monitoring:

- Quarterly updates to the Lowell School Committee detailing actions taken in the context of the measurable outcomes presented herein.

### Updates tied to academic cycle:

- Summer **planning** for impending school year
- Convocation - **school opening**, articulation of year's goals.
- State of the Schools: **Mid-year update** to community on progress/challenges
- Year-end **annual report**



## Improve **academic achievement** at every LPS school site:

- # early education providers with whom LPS is coordinating its approach to services based on EEC and ESE metrics
- % of Lowell families with whom contact is made
- # of First 2000 Day Parent and Caregiver Support Program is made available.
- % of staff who are confident in the quality and quantity of social and emotional support being afforded to students.
- % of students involved in significant disciplinary interactions and utilization of restorative justice practices.
- % of students developing clear and decisive post-secondary plan
- The reduction and/or elimination of lagging achievement data and disproportionality among all student subgroups.
- Increase in % of students completing MassCore program of studies.
- LHS/District-wide four-year and five-year cohort graduation and dropout rates.
- % of students successfully completing Advanced Placement or Early College programming.

## Improve **operational efficiency** across LPS.

- % of fulfilled facilities and maintenance related priorities identified in schools' annual facilities improvement reports.
- Timeline by which all schools can expect to enjoy a 1:1 digital learning environment.
- Increase in recruitment efforts and the deepening of diverse applicants.
- The percentage of K-8 students participating in extracurricular/enrichment activities.

## Ensure that every LPS school enjoys a **safe and welcoming culture**.

- Percentage of professional development time at the school and district level being devoted to social and emotional support practices.
- Reduction of # chronic absenteeism for all secondary students and among high-need subgroups, especially students with disabilities.

## Increase LPS **community engagement and empower families** as partners.

- % of families enrolling in a school/pathway of their choice.
- Increase in # of students participating in # of CTE programs.
- Methodologies utilized to establish regular and substantive communication with families, particularly families of high-need subgroups.
- Increase in stakeholders participating in opportunities to contribute to school communities.
- % of families for whom regular and substantive communication channels are established within the school community.
- # of events that are specifically related to a celebration of the racial and ethnic composition of the school community.
- # in the partner organizations enjoying existing relationships within diverse communities within Lowell.

## District – Goals: Academic Improvement

Insert Goal Statement Here							
Measures 2019-20	Baseline Data – 3 year Trend			Evidence of Success			
	2016-2017	2017-2018	2018-2019	End of Year Target (2019-2020)	End of Year Target (2020-2021)	End of Year Target (2021-2022)	End of Year Target (2022-2023)
MCAS Growth/Gap Reduction	ELA: 491.8 Math: 492.8	ELA: 492.8 Math: 492.3	ELA: 494.6 Math: 492.8	Target: ELA: 495.8 Math: 494.8 Actual:	Target: ELA: 497.0 Math: 494.8 Actual:	Target: ELA: 498.2 Math: 495.8 Actual:	Target: ELA: 499.4 Math: 495.8 Actual:
School Year 2019-2020 Percentile/reduction from 10 school year 2018-2019	Target: 1 Actual:	Target: 1 Actual:	Target: 1 Actual:	Target: 1 Actual:	Target: 1 Actual:	Target: 1 Actual:	Target: 1 Actual:
ELL Access/Exit	28.1%	25.2%	45.1%	Target: 27% Actual:	Target: 50% Actual:	Target: 50% Actual:	Target: 50% Actual:
Early learning enrollment (pre-k?)	566	556	562	Target: Actual: 603	Target: 504 Actual:	Target: 550 Actual:	Target: 600 Actual:
Attendance ADA/Chronic Truancy	Non-HS: 11.7 HS: 23.2	Non-HS: 11.8 HS: 25.5	Non-HS: 12.1 HS: 27.3	Target: Non-HS: 10.8 HS: 23.9 Actual:	Target: Non-HS: 9.5 HS: 20.5 Actual:	Target: Non-HS: 8.2 HS: 17.1 Actual:	Target: Non-HS: 6.9 HS: 13.7 Actual:
Insert Strategies Here							

## District – Goals: College and Career Access

Insert Goal Statement Here							
Measures 2019-20	Baseline Data – 3 year Trend			Evidence of Success			
	2016-2017	2017-2018	2018-2019	End of Year Target (2019-2020)	End of Year Target (2020-2021)	End of Year Target (2021-2022)	End of Year Target (2022-2023)
Graduation/Dropout	Grad: 82.4 Drop: 16.5	Grad: 79.6 Drop: 18.1	Grad: 78.0 Drop: 8.1	Target: 85.0 Grad: 85.0 Drop: 5.0 Actual: 85.0	Target: 85.0 Grad: 85.0 Drop: 5.0 Actual: 85.0	Target: 85.0 Grad: 85.0 Drop: 2.6 Actual: 85.0	Target: 85.0 Grad: 85.0 Drop: 1.4 Actual: 85.0
MassCore Completion	Target: 59.6 Actual: 59.6	Target: 59.6 Actual: 59.6	Target: 59.6 Actual: 59.6	Target: 59.6 Actual: 59.6	Target: 59.6 Actual: 59.6	Target: 59.6 Actual: 59.6	Target: 59.6 Actual: 59.6
AP Offerings Enrollment/Scores	N/A	1617 enrolled	1626 enrolled	Target: 1636 Actual: 1636	Target: 1646 Actual: 1646	Target: 1656 Actual: 1656	Target: 1666 Actual: 1666
College Course Enrollment/Credits Earned				Target: 1636 Actual: 1636	Target: 1646 Actual: 1646	Target: 1656 Actual: 1656	Target: 1666 Actual: 1666
Chapter 74 Enrollment/Certifications Earned	128 enrolled	241 enrolled	181 enrolled	Target: 224 Actual: 224 enrolled	Target: 267 Actual: 267	Target: 310 Actual: 310	Target: 353 Actual: 353
Insert Strategies Here							

## District – Goals: Leveraging Diversity

Insert Goal Statement Here							
Measures 2019-20	Baseline Data – 3 year Trend			Evidence of Success			
	2016-2017	2017-2018	2018-2019	End of Year Target (2019-2020)	End of Year Target (2020-2021)	End of Year Target (2021-2022)	End of Year Target (2022-2023)
CLP staff hiring/ % train				Target: Actual:	Target: Actual:	Target: Actual:	Target: Actual:
Diversity hiring/staff development gap reduction* *dependent on growth we have in order to meet target we need to have at least 72 openings (includes all subcategory races indicated) *not exponential growth-adding 25% for all non-white races and 1% for white	African American: 33 Asian: 66 Hispanic/Latino: 109 White: 1735 Other: 9	African American: 34 Asian: 68 Hispanic/Latino: 102 White: 1736 Other: 13	African American: 34 Asian: 68 Hispanic/Latino: 102 White: 1737 Other: 13	Target: AA: 52 A: 8 H/L: 128 W: 1754 O: 16 Actual:	Target: AA: 52 A: 102 H/L: 154 W: 1771 O: 19 Actual:	Target: AA: 61 H/L: 180 W: 1788 O: 22 Actual:	Target: AA: 70 H/L: 206 W: 1805 O: 25 Actual:
Insert Strategies Here							

## District – Goals: Community Empowerment

Insert Goal Statement Here							
Measures 2019-20	Baseline Data – 3 year Trend			Evidence of Success			
	2016-2017	2017-2018	2018-2019	End of Year Target (2019-2020)	End of Year Target (2020-2021)	End of Year Target (2021-2022)	End of Year Target (2022-2023)
School choice % choosing/%enrolled in top 3 choice				Target: Actual:	Target: Actual:	Target: Actual:	Target: Actual:
Staff morale survey				Target: Actual:	Target: Actual:	Target: Actual:	Target: Actual:
Parent satisfaction survey	N/A	N/A	N/A	Measures and baseline established	Target TBD	Target TBD	Target TBD
Insert Strategies Here							

For additional information and details please see the presentations to the Policy Subcommittee from **April 23, 2020 and April 30, 2020**, respectively.

